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ABSTRACT

A case study of the Directorate of Correspondence Courses at Panjab University, an Open University school in India, is presented. Areas of discussion include characteristics of the country, the educational system in India, and the Directorate of Correspondence Courses. Specific topics include: the physical setting; the population; the economy; the government; communications; the various levels or types of education offered in India; characteristics of students of the Directorate of Correspondence Courses; courses; curriculum development; instructional meetings and media; delivery systems; student admission, registration, and records; academic support services; student assessment and testing; and the organization and administration of the university. (SW)

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DIRECTORATE OF CORRESPONDENCE COURSES
PANJAB UNIVERSITY, CHANDIGARH

A Case Study in Distance Learning Systems

PANJAB UNIVERSITY INDIA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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S. Goodenough
December 1978

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DIRECTORATE OF CORRESPONDENCE COURSES, PANJAB UNIVERSITY

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PART A : THE COUNTRY

Physical Setting

1. The Republic of India is the seventh largest and second most populous country in the world. The level of development varies considerably between the States which make up this country, but in general India is considered to be one of the poorest countries in the world.

2. The land area can be divided into three distinct regions, the northern mountainous zone, the Indo-Gangetic Plain and the southern Peninsula. There are very few areas of India entirely uninhabited. Overpopulation is more a feature of the land although the northern mountain zone and the desert of the Deccan Plateau are less heavily populated than the vast river plain regions of the Punjab, the south and the coastal belt.

3. There are four seasons in India i) cold weather December to March, ii) hot weather April to May, iii) dry season June to September and iv) the retreating monsoon season October to November. These seasons obviously vary in intensity and duration given the huge size of the country. The hot season throughout most of India has temperatures of over 100°F. Three of the four major cities, Bombay, Calcutta and Madras are on the coast and suffer very high humidity. The hot season ends in torrential rain from the north-east monsoon which is usually followed by cool and sometimes cold weather.

Population

4. The estimated population of India in 1976 was 610,077,000; the rate of increase being 2.6% per annum, one of the highest in the world. The population increased during the period 1951-61 by 21.6% and by 24.8% during 1961-71. One result of this expansion was that the density of population by 1971 averaged 178 per square kilometre. Excessive demands have been placed on the land tenure system, on natural resources and on the infrastructure of the country with a consequent undermining of India's plans for economic and social development. These problems have been accentuated by the increase in the percentages of non-productive groups in the population, at present over 40% are in the 0-14 age group and a further 20% are not working. Large scale birth control programmes have been launched by State and Central Governments; their impact is as yet difficult to measure but they have by and large been badly managed and unpopular. Emigration has ceased to be an important factor in population control, many countries now only accept

The Economy

8. About 70% of the population is dependent on agriculture for a livelihood and 44% of the GNP accrues from this sector and allied activities. Most of the holdings are less than 5 acres and food crops occupy 75% of the total cropped area. This dependence on agriculture causes serious problems: rural calamities, floods or droughts may result in mass emigration to the towns. Traditional values and systems are perpetuated because of the precarious balance that continually exists. The production of food crops reached a peak in the early 1970s with the influence of the Green Revolution but since then has not matched consumption. Imports had to be resumed in 1973. Principal crops include rice, and other food grains like maize, wheat and pulses; while cotton, linseed, jute, sugar cane and potatoes are grown commercially and exported. As an exporter of such raw materials India remains vulnerable to fluctuations in world prices.

9. India has substantial deposits of most heavy metals including high grade iron ore, alloy materials, fluxes and re-fractories, a virtual monopoly of mica, and good sources of fissionable materials. Some of these natural resources are being exploited in Maharashtra, Gujarat, Karnataka and West Bengal but in many States there is a lack of investment and expertise.

10. India has acute economic and development problems, including at present a very high rate of inflation and a shortage of foreign exchange. Since 1951 a series of five-year plans has been produced to direct and accelerate economic growth. The economy is a mixed one with the public sector producing about 7% of the national income from steel, coal, heavy engineering and fertilizers. This nationalisation of the basic sector reflects a socialistic pattern of development. Since 1951 the net income has risen from Rs. 95,300 million to Rs. 311,740 million in 1970. Industrial production has trebled and some manufactured goods are exported including cotton cloth, jute and other textiles, leather goods and carpets.

11. In general however India's exports are still predominantly raw or semi-finished goods, iron and steel, cotton yarn, iron ore and concentrates, fresh fruit and nuts, jute, tea, tobacco and coffee. The major imports are machinery, electrical equipment, pharmaceutical products, raw cotton, chemical elements and compounds, transport equipment, copper and unmilled wheat. This pattern of trade reflects India's low level of economic development.

12. The improvements since the 1950s have only really affected the urban elite groups. For the vast majority there remains extreme poverty. Population growth is rapidly outstripping rises in the national income. 40% of the rural population has a per capita consumption of Rs. 15 per month (79p) and 50% of the urban group has Rs. 22 (£1.16). The average per capita income is among the lowest in the world; around Rs. 589 or £73 in 1970/71. Attempts are being made to channel resources through agencies like the Small Farmers' Development Agency to the more needy areas. Schools, public health services, and public utilities are being developed. One out of every eight villages has electricity compared with one in a hundred in 1951.

13. A further extremely serious problem is the growth of the urban areas. The absence of work in the rural areas, combined with natural disasters and a totally false impression of the advantages of city life have contributed to a phenomenal increase of population in the cities in the 1970s. In 1970 Calcutta had a population of 7 million, Madras 3.2 million, Delhi 3.6 million and Bombay 6 million. The infrastructure of these cities, the medical services, transport systems, schools etc. are completely overwhelmed.

The Government

14. India is a federal union of 21 States and 9 Union Territories. Executive power is formally vested in the President. There are two Houses of Parliament and in each State there is an elected Assembly. The members of the Upper House are elected by the State Assemblies, while those of the Lower House and State Assemblies are elected by the people. There is universal adult suffrage. The Constitution provides for a strong central government. Local government mainly takes the form of municipal corporations or boards and Zilla Parishads which are responsible for education and welfare services.

15. The State and Central governments both have huge bureaucracies and the process of decision-making can be time-consuming and complex.

16. The Congress Party led the country to independence in 1947 and governed until 1969 when the party split and Mrs. Indira Gandhi's wing won a resounding victory in 1971. In the 1972 elections to the State Assemblies the Congress Party was returned to power in every State where elections were held, except Tamil Nadu. However in the 1974 elections four States showed a significant decline in the popularity of the Congress Party and in 1977, following an extremely unpopular period of National Emergency Mrs. Gandhi was personally defeated and the Janata Alliance Party took over the Government. There are a number of opposition parties: to the left of Congress there are two Communist parties and a Socialist party, to the right there are similar small groups, all weakened by disunity and regionalism.

Communications

17. India possesses a network of rail, road, river and air routes. Communications between major cities are good though the amount of bulk traffic on the trunk roads leads to congestion. Domestic air flights are usually fully booked. All air lines were nationalised in 1953 and two corporations were formed, Indian Airlines and Air India. Four international airports are managed by the International Airports Authority and 84 others are controlled by the Civil Aviation Department of the Government.

18. A vast railway network is spread throughout India, but again demands on its services are extremely heavy. Communications in the more remote rural areas are often poor and natural disasters like extensive flooding in the monsoon season can disrupt large sections of tracks. Roads are also very badly affected by the climate. A major problem in improving transport facilities is the vast distances involved. The distance from north to south is 3,200 kms., and from east to west 2,300 kms. It is normally a 3 day journey by road or a 1 - 2 day rail trip from Delhi to Calcutta or Bombay (1,800 and 1,400 kms).

19. There is a nationalised Post Office service with 118,481 post offices (1976) and 1,913,824 telephones. There are 70 radio stations of All India Radio and 7 television centres. Cinema is however a far larger medium for entertainment and news.

PART B : THE EDUCATIONAL SYSTEM

Education dynamics

20. Following Independence the Government of India undertook the planning of all major aspects of education. The Government has deliberately used education as a means of breaking down barriers to economic and social development. The majority of the population lived without any expectation of personal or social advance which ensured the continuation of the traditional non-mobile social structure. However the key problem has always been that of numbers and the high level of illiteracy. In 1961 24% of the population was considered to be literate, in 1971 34% - 45% was recorded as literate. Despite this percentage increase because of population growth the absolute number of illiterates rose from 288 million to 386 million in the same time period. This fact needs to be borne in mind when considering India's attempts to develop its educational system.

21. Education in India is decentralised, there are at present two levels of control. The Union Government coordinates educational facilities, determines the standards of higher education, technical education research, promotes Hindi and the development of all Indian language schools. It is also responsible for running six central universities. The State Governments control primary and secondary education, including curricula, examinations, finance and the training of primary teachers. (Secondary teachers are generally university graduates). There is also a large number of private schools in India, gradually coming under State Government control.

22. The universities occupy a special position within the administrative framework: they enjoy relative autonomy and are governed by the University Grants Commission (UGC). The UGC is responsible for the development and maintenance of the Union Territories Universities and for providing grants towards the cost of approved development programmes in all other universities. Changes in curricula and examinations however are almost entirely in the hands of the Boards of Studies i.e. the academic and administrative staff. The UGC receives its funds from the Ministry of Education.

23. Other responsibilities of the Union Government are discharged by the Department of Education through various Councils. India has a complex administrative structure within which overlaps or changes

in responsibility are frequent. The State administration often mirrors the national system so that each has a Department of Education, Institutes and Boards responsible for the same areas.

24. The principles of Indian educational finance are as complex as its administration. Due to various historical factors finance comes from a variety of sources: Union Government, State Government, local authorities, fees, endowments and voluntary contributions. Some institutions are private and rely on fees and grants-in-aid from State Governments, others are State controlled and sponsored. The complexity of the funding makes it difficult to obtain accurate data.

25. The percentage of national income spent on education was estimated to be 3.3% in 1973. The target is 6% by 1980. The total outlay of the Development Plans has generally been around 7%. An estimated 23.2% of the total States' budget was said to be spent on education in 1972. Much of the expenditure since the early 1950s has been on quantitative expansion programmes. There have not been sufficient resources to fundamentally improve the quality of the system. There are often large differences in the financial provisions made by States: Kerala spent 36.6% of its total budget in 1972/73 on education, while Jammu and Kashmir spent only 11.3%. In some States education is starved of resources, in others educational innovations can be readily financed.

26. Similarly there are differences in provision at the various levels. Higher education receives 0.76% out of the 3.3% of national income used. In the First Plan 1951-55, 56% was spent on primary education and 9% on higher education, in the Fourth Plan 1969-74 this had evened out to 28.5% and 22.3%. In contrast the current plan is emphasising primary education and halting the expansion of the universities, with 50% of the budget going to primary and only 12.6% to the universities. There is also a heavy emphasis on training adults in basic literacy and numeracy.

Structure of the System

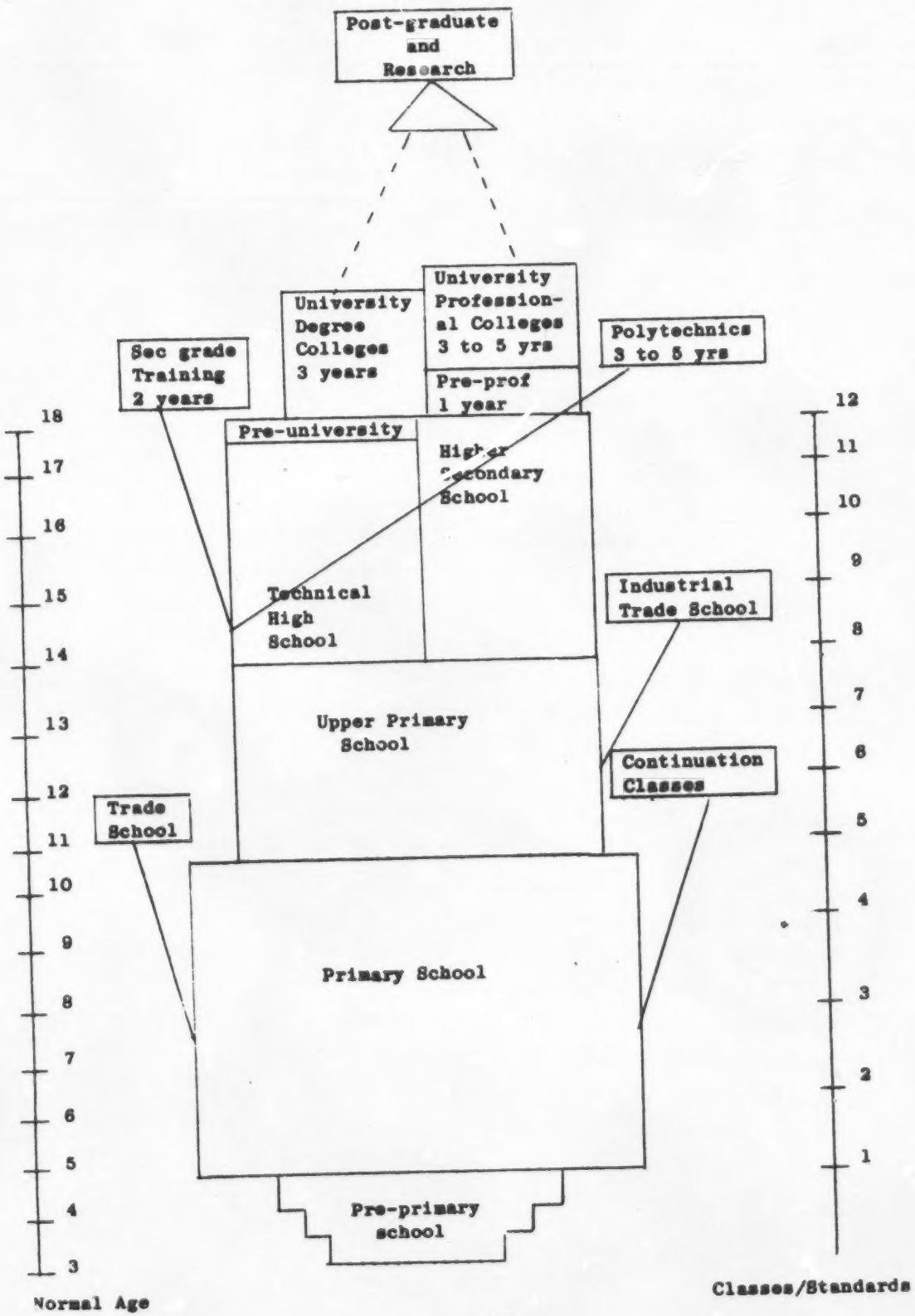
27. While there is some variation between States there has been an attempt by the National Education Commission to aim for a broadly uniform educational structure all over the country of a "10 + 2 + 3" pattern (i.e. 10 years of basic schooling, 2 years of higher secondary education in school or college, and a 3 year higher education for a first degree). Impiementation of this policy has involved considerable expenditure and has been piecemeal. (See Figure 2). This system is again under consideration (see attached news report).

28. Pre-primary education is voluntary and private. Some self-help schemes exist. Efforts are concentrated on the under-priveleged and include welfare facilities. The Fifth Development Plan aims to extend these services to cover 5 million children.

29. Primary education is divided into lower and upper (or middle). Children normally enter the lower school at 6 years and exit at 11. Upper primary consists of 3 years 11 - 14. The syllabus is generally the three Rs, traditional subjects and a general science. In some States English is a second language. Examinations are annual and set by individual schools or Municipal Boards. In 1973-74 there were 63.7 million children enrolled in lower primary schools and 15.03 in upper primary schools but these figures can be deceptive. There is an extremely high drop-out rate. Nearly 60% fail to complete their lower primary schooling. A major reason is the economic one. The enrolment of girls is considerably lower than boys and drop-out is higher. Another cause is the system itself, exam-orientated, authoritarian, formal and rigid in all respects. Failure of examinations means a child is refused entry to the next standard. The status of teachers is also a problem. Failure to attract good calibre staff as a result of the low remuneration offered (which can be one third the salary of the most junior government clerk) has resulted in an inadequate number of trained personnel. Nearly 20% of teachers in India are untrained. Some States have a glut of trained teachers, others like Nagaland and West Bengal have 50% - 70% of untrained teachers in their schools. The unqualified junior teacher at the bottom of the system, often with a poor level of general education and forced to supplement his income by farming, is a major obstacle to educational development.

Figure 2

Education System of India 1974
Based on the 10+2+3 pattern



Indian education is to be re-organized yet again. A. S. Abraham reports

States object to new shake-up of system

from the
Times Education Supplement
23.6.78

NEW DELHI

India is on the verge of changing the whole structure of its education system.

The present set-up, known as 10+2+3 (ten years of school, two in higher secondary school or junior college and three in university) is likely to be changed to eight years of school, four in higher secondary and three at university.

A conference of provincial education ministers will be called after the present session of parliament ends to discus the switchover. The federal education ministry has already circulated its plans and the conference is to get the various states to endorse them.

This is easier said than done. So far, one state, Gujarāt, has decided to go along, but at least two others, Tamil Nadu in the south and West Bengal in the east, have objected.

The alignment is interesting: Gujarat is ruled by the Janata party, which is in power in New Delhi, whereas both Tamil Nadu and West Bengal are controlled by different parties ,a regional Tamil party in the one case, a Marxist one in the other.

So it could well be that Janata-ruled states, which are fewer than those run by other parties, will agree to the changeover, while the majority of states may not.

After Mrs Gandhi's emergency rule, the pendulum is swinging away from centralized authority to devolution in favour of the states. One sign is that the states are demanding more autonomy. Another is that the 45th Constitutional Amendment Bill, which seeks to undo Mrs Gandhi's 42nd Constitution Amendment Act, includes provision for returning education to the State List.

Objections to switching over from 10+2 to 8+4 are due not only to the sensitivity of states to federal encroachment on their powers. Even in Janata-ruled states, many teachers, managements, parents and students are full of misgivings because there does not seem to be any solid educational rationale for changing over.

The 10+2 set-up was introduced only recently.

Another objection is that the administrative, financial and educational problems of the switchover to the 10+2 system are by no means licked, but they are, by and large, under control.

One problem was that under the 10+2+3 system, the first-degree course at university was cut from four to three years. This meant that a lot of university-affiliated college teachers faced retrenchment or demotion. The problem was solved by making colleges as much as schools responsible for the plus-two stage.

But under 8+4, the plus-two stage, which will be incorporated in the new plus-four phase, will be the sole responsibility of schools. This means that university-affiliated colleges will have one year taken away from them and managements will have to think again about cutting down on staff.

Even if those retrenched are absorbed in schools, they will be reduced to being school-teachers and paid lower wages. It is dislocation of this kind, accompanied by resentment, frustration and militancy among teachers, that state governments fear they will have to experience all over again just when things were beginning to settle.

Dr. P. C. Chunder, the Education Minister, justifies the change by saying that the content of learning has been made more relevant and realistic and that the form is not important. Those opposed to another alteration reply that the content can be improved without changing the form so why is the form being changed?

Dr Chunder also points out that a lot of schools had been complaining that under the 10-year curriculum, not even one-fifth of the students were able to pass examinations. This made it necessary to reduce the load on students.

However, some academics say that the evidence to show that the syllabus was unduly heavy is limited mainly to the experience in schools in the capital where 10+2 was introduced only in May 1975 and the first public examination at the end of class 10 was held in March 1977, the very month in which the Janata government took office.

But 10+2 had been introduced much earlier in several states (in the late 60s in Kerala in the deep south, in 1972 in Maharashtra in the west) and there the experience with examinations was nowhere near so disastrous. Some provincial governments feel there may have been inadequate administrative preparation or poor teaching for the changeover to 10+2 in the capital.

The emphasis under 10+2 was to be on vocationalization, especially at the plus-two stage.

Under 8+4, the objectives remain the same, but it is not clear whether vocationalization will begin directly after eight years of school or after a further two years of general education (in effect, the present ten-year school) under the plus-four set-up.

One distinction is important. Under the revised school syllabus, the academic load has been reduced in favour of "socially useful productive work", including "community service".

In February 1977, shortly before the election which brought the Janata party to power, Mrs Gandhi's government had launched a scheme to promote vocationalization in the states.

The present government has since got the scheme moving. By the middle of February this year, it had given money to 11 states to enable them to undertake district vocational surveys in 50 districts (administratively, India is divided into some 400 districts).

These surveys are meant to identify the fields in which vocational courses are most needed. In three districts in Karnataka in south India and one district in Sikkim, in the north-east, vocational courses have even been started.

At the plus-three stage, higher education, the least amount of preparatory work appears to have been done. By now appropriate three-year first-degree courses should have been drawn up and introduced at undergraduate level.

The latest report of the federal Education Ministry merely says that the University Grants Commission "has appointed a standing committee to advise it on the general policy regarding restructuring of courses of the undergraduate stage following the introduction of 12 years of secondary schooling".

The UGC's role in higher education has yet to be properly defined. There are proposals to make it a far more powerful body and higher education a much more centralized affair with the UGC holding the reins.

30. Secondary education usually covers a 3 year period (14 - 17 year age group). There are considerable variations in this, however. The curricula, which are determined by the State and Central Boards of Secondary Education, comprise traditional subjects and a more detailed study of English as a second language. Various different types of school-leaving certificates are issued by these examining boards. At secondary level, schools can be sponsored and supported by local authorities or by the State Governments. Again regional variations are great. In Tamil Nadu a high proportion of schools is State governed, in West Bengal only 40 out of 4,000 are, which indicates the predominence of private enterprise there.

31. Vocational education: there were proposals in the Fifth Development Plan to introduce work experience into primary education and to vocational secondary education. Most of this training is conducted at Industrial Training Institutes at craftsman level. There are 356 Industrial Training Institutes in India; the entry qualifications vary with the subject pursued, but for technical subjects maths and one science subject are compulsory. Approximately 180,000 trainees pass out of Industrial Training Institutes every year.

32. Higher Education: students usually enter at 16 or 17 years to do a pre-university course. In general an ordinary degree is two years and an honours degree is three years. First degree courses are generally conducted in affiliated colleges i.e. a network of private and state-sponsored institutes recognised by a specific university which undertakes responsibility for post-graduate studies. The curricula and examinations are controlled by 92 universities. It is estimated that some 3 million students are currently enrolled in institutes of higher education in India. The expansion of facilities to accommodate increasing numbers is causing severe administrative problems. In parts of India over 20% of the 17 - 20 year age group is enrolled in universities. The quality of the system is continually in question. Large classes are lectured to from often out-dated texts. The medium of instruction is English, which is a second language to alsmost all entrants. The system is geared to examinations and failure at one level or other may mean ruin to an individual's family. In these circumstances, students rely on rote learning and model answers. There is an accelerating wave of student protests and strikes about "hard questions" and waiving examinations, exacerbated by the increasing rate of graduate unemployment in India.

33. Teacher training is basically of three types, depending on which level students will be teaching at. For lower primary level, students have to have a pass in the standard X examination ie. they have to have completed primary school themselves in order to attend a one or two year training course. Upper primary students have to have completed standard XI to be admitted to a one or two year course. Secondary schools are generally staffed by graduates who have a B.Ed one year qualification from a college affiliated to a university. In addition there are other colleges offering a combined 4 year subject and education degree. There is an overwhelming need to train in-service teachers, particularly at the primary school level.

34. Adult and vocational education. There is a growing interest in both these spheres: the Government is committed to increasing literacy among the adult population and attention is being turned to the problem of vocational rather than traditional courses in higher education as the number of unemployed graduates increases. There is a clear imbalance at present in the degree to which the education system parallels the country's economic needs. This has been created largely by personal and social demands taking precedence over economic needs. There is still considerable prestige attached to taking a degree; Arts and Humanities subjects still attract most students. Science graduates, by and large, face better prospects on graduation and there has been a massive swing to engineering courses since the early 1970s which have now flooded the market. It might be expected that certain vocational forms of training at university level would result in better employment prospects but there are many unemployed graduates in agriculture and engineering. This raises the question of the appropriatemess of the curriculum itself. The demand for degrees is however unlikely to diminish, and as the first degree becomes devalued there is evidence that pressure is being generated for places at the post-graduate level.

35. Correspondence education. As a result of such pressure for places in the conventional system many universities have established in the last fifteen years units or faculties to produce correspondence material for suitably qualified students unable to find places.

These units in the main offer all the undergraduate courses offered by the parent body and some, with the support of the UGC, are moving into post-graduate courses by correspondence. At present 18 universities offer correspondence courses, almost all in Arts, Economics and Commercial subjects.

This is not a new development everywhere. Delhi University has had a correspondence unit since the late 1950s and has 16,000 students enrolled (75% of whom are unemployed). Some units are even bigger, Madurai Kamaraj University has 38,000 students (40% of whom are unemployed), while other units have less than 1,000 students. In total an estimated 90,000 students are enrolled for correspondence courses.

Students receive lessons through the post which are specifically designed with model answers to help them pass the examinations. At most universities there are response-sheets attached to every even numbered lesson script. These are marked and returned to students but are rarely commented on. They play no part in the final assessment of the students. There are also personal contact programmes (PCP) held annually by most units where face-to-face teaching is carried out. In general these are formal lecture sessions and have very little remedial content. There is an absence of support for students, few libraries or study centres are provided and there is a very high drop-out rate indeed. In places this reaches 80% and the best achieve a rate of 30% of students initially registered. Details of the different aspects of teaching through correspondence in these units can be found in tables 1 to 4 attached.

All of these units are constrained by their university's syllabi which change annually, and by the examination system. In general the quality of the printed material is poor, resembling lecture notes rather than student-active distance teaching material. This reflects badly on the staff of these units, who are often regarded by the university to be of lower status.

Distance teaching is now being seen as an economical way of coping with the huge numbers of suitably qualified school leavers. But there are many problems. Some of these are outlined in the following study of the Directorate of Correspondence Courses, Panjab University, Chandigarh.

This unit is not however typical of most: it has its own modern building and an efficient administration. Staff morale is high and the Director is very keen to improve the system and materials. The drop-out rate is only about 30%.

Despite these limitations it should be remembered that these units are serving a basic need, that students who do finish have a degree and choice of work equal to that of the conventional student, and that most of the units are aware of the need to improve. The UGC has been taking an active part in the improvement of the systems and its interest is seen as a further source of support to the staff involved.

Table 1

Details regarding preparation of instructional material for correspondence courses in Indian Universities

Universities/ Institutions	Who writes the lessons			Page limit for each lesson		Nature of presentation of lessons	Amount of honorarium per lesson in rupees	Whether the lessons are edited	Problems regarding lesson preparation		
	Staff of the Directorate	Staff of the University Teaching Depts.	Teachers from outside the University	Under graduate classes	Post graduate classes				Availability of lesson writers	Punctuality of lesson completion	Duplication and printing
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. University of Delhi	Yes	Yes	Yes	No	No	Essay type	100 Review 75 Transl. 75 lation	Yes	Yes	Yes	Yes
2. Regional College of Education, Ajmer	Yes	No	No	No	No	Essay type	n.a.	No	No	No	No
3. Regional College of Education, Bhopal	Yes	No	No	No	No	Essay type	n.a.	No	No	No	No
4. Regional College of Education, Bhubaneshwar	Yes	No	No	No	No	Essay type	n.a.	Yes	No	No	No
5. Regional College of Education, Mysore	Yes	Yes	Yes	No	No	Essay Type	25 per day	No	No	No	No
6. University of Rajasthan	Yes	Yes	Yes	12-15	15-20	Essay Type	75 U.G. 125 P.G.	Yes	No	Yes	No
7. Punjabi University	Yes	Yes	Yes	10-15	15-20	Essay Type	75 U.G. 150 P.G. 20/30 Edit.	Yes	Yes	Yes	Yes
8. Department of Business Adm. Punjab University(DBA)	Yes	Yes	Yes	No	No	Essay type	75 to 150	Yes	Yes	Yes	Yes
9. University of Mysore	Yes	Yes	Yes	No	No	Essay type	45 U.G. 75 P.G.	No	No	Yes	No
10. Meerut University	Yes	Yes	Yes	No	No	Essay type	80 20 trans	No	No	Yes	No
11. Punjab University	Yes	Yes	Yes	16-24	20-30	Essay type	150 P.G. 100 U.G.	Yes	Yes	Yes	No
12. University of Bombay	No	Yes	Yes	No	No	Essay type	60 U.G. 75 P.G.	No	No	No o	No
13. Jamia Milia Islamia	No	Yes	Yes	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
14. Punjab Agriculture University	Yes	No	No	No	No	Essay type	n.a.	Yes	No	No	No
15. Himachal Pradesh University	Yes	Yes	Yes	6-40	6-40	Essay type	75 P.G. 60 U.G. 20 Review	Yes	Yes	Yes	No
16. Madurai University	Yes	Yes	Yes	No	No	Essay type	100	No	Yes	Yes	No
17. Andhra University	No	Yes	Yes	No	No	Essay type	50	Yes	No	Yes	No
18. Sri Venkateswar University	No	Yes	Yes	No	No	Essay type	40	No	No	Yes	No

contd.....2

Table 1 (Cont'd)

1	2	3	4	5	6	7	8	9	10	11	12
19. Patna University	No	Yes	Yes	2,000 words	2,000 words	Essay type	Rs.6/- per page	Yes	Yes	Yes	No
20. Utkal University	Yes	Yes	Yes	No	No	Essay type	75 I.A. 50 B.A.	Yes	No	Yes	Yes
21. Bhopal University	No	Yes	Yes	No	No	Essay type	140 ir (Eng & Hindi)	Yes	No	Yes	No
22. Kashmir University	No	Yes	Yes	10-15	10-15	Essay type	100	Yes	No	No	No
23. University of Jammu	No	Yes	Yes	10-20	10-20	Essay type	100	Yes	Yes	Yes	Yes
24. Kurukshetra University	Yes	Yes	Yes	No	No	Essay type	100(30 for vetting)	Yes	Yes	Yes	No
25. University of Kerala	No	Yes	Yes	No	No	Essay type	-	Yes	No	Yes	No

19

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Table 2

Assignments and their evaluation in correspondence courses in Indian Universities

Sr No	University/Institution	No of Assignments per Lesson Per Paper		Percentage of compulsory Assignments	Percentage of Students who did not complete required no. of Assignments	Assignments evaluated by 1)Staff of the Director-ate. 2) Local college teachers. 3)Staff of Uni.Dept'n.	Mode of expressing student's performance	Average time (in days) taken to return the evaluated Assignments
1.	2.	3.	4.	5.	6.	7.	8.	9.
1.	University of Delhi	2	-	60	94 to 98	2, 3	Marks	30
2.	Regional College of Education,Ajmer	-	5 Assignments 6 Practicals	100	2 to 3	1	Marks	30
3.	Regional College of Education,Bhopal	-	9 term papers & 6 assessments	100	10	1	Grades	120
4.	Regional College of Education,BBSR	-	16	100	10	1,2,3,	Grades	30 to 60
5.	Regional College of Education,Mysore	-	10 to 20	60	2 to 3	2, 3	Grades	30
6.	University of Rajasthan	-	20	33	10	1,2,3	Marks	30
7.	University of Punjabi	1	-	25	10 to 15 P.G. 30 UG	1,2,3	Marks	10
8.	Utkal University	-	-	100	00	1,2,3	Marks	7
9.	University of Mysore	-	20	50	20	1,2,3	Marks	No fixed time
10.	Meerut University	-	6	80	10	1	Marks	15
11.	Punjab University	4 to 5 (P.G.) 1(Under Gr.Course)	-	25	3	1,2,3	Marks	15
12.	University of Bombay	1	-	50	20 to 25	2,3	Marks	30
13.	Jamia Milia Islamia	-	2	100	00	1	Comments for improvement	7
14.	Punjab Agri.University	1	-	100	05	1	Marks	30
15.	Himachal Pradesh University	-	8-10(PGC) 32(UGC)	75	30 to 40	1,2,3	Marks	7
16.	Madurai	-	6	50	10 to 15	1,2,3	Marks	30
17.	Andhra University	1	-	50	30	1,2,3	Marks	15
18.	Sri Venkateshwara University	-	10	20	20	2,	Marks	21 to 30
19.	Patna University	-	2-4	100	90	2,3	Marks	30
20.	Utkal University	1	-	50	20 to 25	2,3	Marks	30
21.	Bhopal University	1	-	00	60 to 70	1	Marks	30
22.	Kashmir University	1	-	50	00	1,2,3	Marks	15
23.	University of Jammu	1	-	50	50	1,2,3	Marks	10 to 15
24.	Kurukshetra University	1	-	25	05	1,2,3	Marks	7
25.	University of Kerala	1	-	50	not available	1,2,3	Marks	15

Table 3

Detail regarding personal contact programmes(PCP) for correspondence courses in Indian Universities

Sr.No.	University/Institution	Number of places where PCP is organised	Frequency per year	Duration (in days)	Compulsory or Optional	Teachers from (1) directorates and(2)outside	Methods of teaching (1) Lecture,& (2)Discussion	Non-availability of good teaching staff	Availability of residential accomodation during PCP on campus	Inadequacy of physical facilities
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1.	University of Delhi	5	2	20	Optional	1,2	1	Yes	No	Yes
2.	Regional College of Education,Ajmer	1	2	120	Compulsory	1,2	1,2	Yes	Yes	No
3.	Regional College of Education,Bhopal	1	2	120	Compulsory	1,2	1,2	Yes	Yes	Yes
4.	Regional College of Education, Bhubaneshwar	1	2	120	Compulsory	1,2	1	No	Yes	No
5.	Regional College of Education,Mysore	1	2	120	Compulsory	1,2	1	No	Yes	No
6.	University of Rajasthan	12	1	10	Optional	1,2	1	Yes	No	Yes
7.	Punjabi University Department of Business Administration (PBA)	5	1	6 to 10	Compulsory for P.G. classes only	1,2	1,2	Yes	No	Yes
8.	Punjabi University	1	1	42	Compulsory	1,2	1,2	No	Yes	No
9.	University of Mysore	10 to 14	1	12 to 20	Compulsory	1,2	1,2	Yes	No	Yes
10.	Madras University	1	4	4 to 8	Optional	1	1	No	No	Yes
11.	Punjab University	12	1	12	Optional	1,2	1	Yes	No	Yes
12.	University of Bombay	3	1	7	Optional	2	1,2	Yes	No	Yes
13.	Jamia Milia Islamia	0	-	-	-	-	-	-	-	-
14.	Punjab Agriculture University	15	2	4	Optional	1,2	1,2	No	Yes	No
15.	Himachal Pradesh University	11	1 to 2	10 to 30	Optional for all except for M.Ed & M.Com	1,2	1,2	Yes	No	Yes
16.	Madurai University	9	3	6	Optional	1,2	1	No	No	Yes
17.	Andhra University	1	2	10	Optional	1,2	1	Yes	No	Yes
18.	Sri Venkateshwara University	1	2	7	Optional	2	1	No	No	Yes
19.	Patna University	1	Each Sunday for 3 months	12	Optional	2	1	Yes	No	Yes
20.	Utkal University	6	1	10	Optional	1,2	1,2	Yes	No	Yes
21.	Bhopal University	0	-	-	-	-	-	-	-	-
22.	Kashmir University	1	2	10	Optional	1,2	1,2	No	No	No
23.	University of Jammu	1	1	10	Optional	1,2	1,2	Yes	No	Yes
24.	Kurukshetra University	3	1	8 to 10	Optional	1,2	1,2	Yes	No	Yes
25.	University of Kerala	1	1	7	Optional	1,2	1	Yes	No	Yes

TABLE 4 Examination in Correspondence Courses in Indian Universities

Sr. No.	University/ Institution	Examination for correspondence & formal education	Assessment in Correspondence Education	
			Internal weightage(percentage)	External weightage(percentage)
1	University of Delhi	Same	00	100
2	Regional College of Education, Ajmer	Similar	47.22	52.78
3	Regional College of Education, Bhopal	Similar	55.00	45.00
4	Regional College of Education, Bhubaneshwar	Similar	46.00	54.00
5	Regional College of Education, Mysore	Similar	54.16	45.84
6	University of Rajasthan	Same	30	70
7	Punjabi University Department of Business Administration(BBA)	Same	00	100
8	Punjabi University	Not applicable	10 to 20	80 to 90
9	University ofMysore	Same	10 to 25	75 to 90
10	Meerut University	Same	20	80
11	Punjab University	Same	00	100
12	University of Bombay	Same	00	100
13	Jamia Millia Islamia	Not applicable	00	100
14	Punjab Agriculture University	Not applicable	100	00
15	Himachal Pradesh University	Same	00	100
16	Madurai University	Same	00	100
17	Andhra University	Same	00	100
18	Sri Venketeshwara University	Same	00	100
19	Patna University	Same	00	100
20	Utkal University	Same	00	100
21	Bhopal University	Same	00	100
22	Kashmir University	Same	00	100
23	University of Jammu	Same	00	100
24	Kurukshetra University	Same	00	100
25	University of Kerala	Same	00	100

PART C : THE DIRECTORATE OF CORRESPONDENCE COURSES, PANJAB UNIVERSITY, CHANDIGARH

1. Origins

36. The Directorate of Correspondence Courses is a Faculty of the Panjab University, Chandigarh. It was established in 1971 to run the university B.A. and B. Com. undergraduate courses by correspondence for students unable to obtain a place in the conventional system. The demand for university (degree level) qualifications in the post-independence period has far out-stripped the existing infrastructure and resources in India, and many well-established universities have tried to meet this demand by setting-up special units or faculties to undertake the preparation and production of correspondence courses. The Directorate is not an independent unit, it follows the university's syllabus and its students are examined and certificated by the parent body.

2. Who For?

37. In the first instance the Directorate serves people aged 18 years and over with the appropriate university entrance qualifications who want to do a degree course but are unable to get into university. The Directorate also serves people in a higher age group who were unable to go to a university at age 18.

38. The majority of students are employed and therefore want part-time study. Many register for the degree course to improve their career prospects. There is no age level but most students are in the age group 20 - 35 years. Some are employed in the civil service, and the army, others are resident in the rural areas and engaged in agriculture, a number are registered as housewives.

39. There is no geographical limit for applicants. Anyone from any part of the sub-continent can apply to the Directorate. There are some from as far south as Madras and Bangalore but the majority come from Chandigarh, the Statesof the Punjab, Haryana, Himachal Pradesh, Jammu and Kashmir.

40. There are 10,000 students registered annually. This limit is set by the University Grants Commission (UGC).

3. What Courses?

41. In the main only the traditional three year B.A. and B.Com. courses already offered by the university are offered to the correspondence students. These are in thirteen subjects at undergraduate level: English (which is compulsory for all students), Political Science, History, Economics and Public Administration, Commerce, Geography, Psychology, Philosophy, Mathematics, Sanskrit, Hindi and Punjabi. The first five of these subjects are also offered at M.A. level. These post-graduate courses were developed in response to a request from the Indian UGC and like the undergraduate courses follow the university's syllabus. The UGC supplied a grant of Rs. 100,000 for these M.A. courses.

42. On its own initiative the Directorate designed and developed a certificate course in Library Science in response to the needs of the region. The Punjab Government is creating a network of libraries in the villages through the panchayats, district boards and municipalities, and needed some trained personnel with limited qualifications. This course, basically for Matriculation students, despite being the only one in India, has now been discontinued because it was not considered by the UGC to be of sufficiently advanced level to be a university course.

43. A programme of shorter courses is being developed including one in-service diploma course in Office Organisation and Procedures. This one-year course is not offered by the university proper. The curriculum and mode of examination has been designed by the Directorate. There are over 600 students taking this course and it is considered to be a success by the staff.

44. There is some concern that the academic courses offered are not necessarily the most appropriate given the man-power needs of the country in general and the growing problem of graduate unemployment.

4. What Media and Methods?

45. The major element in correspondence tuition is print; lessons are prepared in English and translated into Punjabi and Hindi where necessary. At post-graduate level English only is used.

46. About 10 radio programmes per undergraduate course are produced. These are of 10 - 15 minutes and the format is generally that of radio talks. Only recently have radio programmes been used at the M.A. level. About one third (3,000) of the students are within the range of the All India Radio (AIR) transmitter at Jullunder and so the programmes are seen as optional supplementary material. The printed lessons are prepared to cover the whole of the course syllabus so the student will have sufficient material to pass the examination without listening to the broadcasts. No broadcast notes are sent to students.

47. Apart from print and supplementary radio programmes there is also some face-to-face or personal contact programme (PCP) tuition undertaken at various centres. (See para 73) No other media are used.

5. Course Creation

48. The University has Boards of Studies for each discipline which prepare or modify the syllabi for each academic year. The syllabi are sent to the faculty concerned, then onto the academic council and to senate for consideration. This procedure begins in November and the whole process is completed by the end of March. The syllabi once approved are then printed and sent to the Directorate. The staff of the Correspondence Directorate then prepare written course materials based on the university prescribed syllabi.

49. The course creation system does not use the course team model. Instead one lecturer is responsible for the production of each course, he is known as the course leader. Initially the whole faculty considers the syllabus of each course and discusses the division into lesson units. Then a standing committee, comprising

two senior subject specialists from the Directorate, two members from the University department concerned and two persons from the affiliated colleges review the break-up of their syllabus into lesson units on the basis of their teaching experience. The division of work is then approved and the course leader begins to write the new lessons or to modify the old ones depending on the extent of the changes in the syllabus. Normally one course is divided into 20 lesson units, and 10 assessments or response sheets (one for every even-numbered lesson) have to be prepared.

50. Before being produced lessons have to be approved by the Faculty. Any changes or amendments are made by the course leader who checks and edits the lessons in his course. There are no editorial facilities. Any illustrations are generally prepared as the drawings by the writer.

51. When lessons have been approved they are translated into Hindi and/or Punjabi (most are written in English initially). The translations are prepared by two full-time translators and there is also a panel of part-time personnel. Their rates are fixed and they are mainly employed as government translators. There appears to be no problem in obtaining their services or in using them since there is at present a vigorous programme in India of translating school and standard textbooks in English into the regional languages and into Hindi. In addition to these resources most of the Directorate staff are proficient in all three languages and indeed have to be before they can be employed by the University. So, lesson writers check their originals and the translated versions of their lessons.

52. The majority of lessons are written by the staff of the Directorate, but occasionally external experts are asked to cover areas outside the range of the Directorate staff. They are paid a small fee of Rs. 150 for post-graduate lessons and Rs. 100 for undergraduate lessons (16 Rupees = £1 sterling).

53. These external writers are given the broad outline of the lesson content. This is not a detailed plan, they are requested to produce 16 - 20 foolscap pages and are generally given the main topic headings. This lack of briefing sometimes results in the production of inappropriate lessons for a particular course.

54. Lessons written by external writers are sent to the course leader for checking and editing. If the leader does not have the necessary specialist knowledge or does not feel able to criticise the work of a senior external academic he consults his head of department. If an external writer submits an unacceptable lesson it can be rejected. When there is sufficient time another specialist is approached or one of the Directorate staff has to cover the topic with the help of experts in their field. Questions of status can present significant problems particularly for younger members of staff responsible for courses.

55. Course leaders are then expected to be "Masters of all trades"; they are responsible for the creation of course materials, for checking and editing them, for illustrating and for checking and editing the translations. This fact is not readily appreciated by colleagues in the campus university. The prevailing attitude is that the writing of correspondence material is not a high-status academic activity. Correspondence lessons are often mistakenly thought of as verbatim replacements for the traditional university lecture.

56. Another important problem for the Directorate is the shortage of time in which to rewrite or modify lessons according to changes made annually in the syllabus. Changes may include the introduction of completely new topics, the updating of two or three sections or even the remodelling of the course. The Directorate staff have to cope with such changes between June and October.

In 1976 the Director was able to persuade the University to let some of his staff sit as nominated ex-officio members on a few of the Boards of Studies responsible for reviewing the syllabi. Now there are also elected

members. In total eight senior staff of the Directorate are able to get advance warning of possible changes to some of the syllabi. They are also able to explain the particular problems that the Directorate will face in accommodating some of the proposed revisions. This closer co-operation has helped to some extent but needs to be more widely implemented across more disciplines. It will not however surmount the problem of changes made to the syllabi at Board level which are not accepted (until much later) at Faculty, Academic Council or Senate levels.

90% of the recommendations of the Boards are approved but occasionally they are not and these decisions do not reach the Directorate until very late in the academic year.

57. Changes have to be made to the correspondence material every year, consequently most of the staff find little time to actually improve lessons after the second year of presentation. Generally the first year of presentation is seen as a developmental year. Only after this can the materials be revised on the basis of feedback.

58. Feedback on the written course materials is gained in two ways: informally at the Personal Contact Programmes or summer schools and at day schools, and more formally through pro-formas issued by the Directorate. Sometimes pro-formas are issued during the PCP sessions. In addition students' letters are considered as feedback. A statistician is employed to analyse these sources and to report to the staff concerned.

6. Course Production

59. Manuscripts of lessons are checked by the Production Assistant. No one house style prevails; layout, headings etc. are done by the course leader but may not be consistent even within one course. The Production Assistant completes the necessary forms and the lessons are sent to the internal printing section to produce press copies for the printer.

60. The Directorate has a small printing section for internal work but engages printers for the lessons. This section comprises a superintendant, two assistants and two clerks who are responsible for sending the lessons to the printers.

Every year tenders are called for, rates are fixed and the Directorate has a choice of 20 - 25 printers. The presses are given 15 - 20 days to get the lessons printed. Galley-proofs are produced first.

61. Six proof readers are employed full time to deal with the galleys. Part-time proof readers who do evening work on fixed dates are also often employed. Proof readers are fluent in English, Hindi and Punjabi. After clearing, the galleys are sent to the writer concerned and he gives the print order. The writer consequently has the final say in the correctness of his material.

62. The printed copies for that year are sent to the Directorate's store house and sample lessons are sent to the department concerned for final checking. Any misprints are corrected by the writer through errata slips which are cyclostyled or xeroxed and inserted before distribution. If there are too many mistakes the first run of the lesson is discarded. This has only happened once.

63. The scripts for radio programmes are written by the Directorate staff. About 10 programmes per subject area are designed and then produced by All India Radio. The programmes are usually on a standard format, a 10 - 15 minute talk by one person. The content is supplementary to the written material and therefore listening is optional for students. There are no broadcast notes prepared.

7. Course Distribution

64. The printed materials are posted at regular intervals in packets of at least two lessons. Some delays occur due to distance and the lack of adequate provision of postal services particularly in the mountainous areas on the Tibetan border. It can take up to 20 days for material to reach army officers stationed there and enrolled for courses.

65. Radio programmes are produced and distributed by All India Radio (AIR). Approximately 160 programmes are relayed. The transmission schedule reveals that these programmes are transmitted in the early morning 6 days a week.

About a third (3,000) of the students are within range of the AIR transmitter at Jullunder but listening figures are low, possibly because programmes are optional parts of the courses. An effort is made to schedule the programmes into the course structure so that related lessons are received and studied prior to transmission.

8. Student Admission, Registration and Records

66. The Directorate is able to accept up to 10,000 students annually. This limit is set by the UGC and although many more apply the administration can only cope efficiently with this number.

67. The Directorate advertises the admission notices in the national daily newspapers, about six months before the academic year begins. In 1978 over Rs. 100,000 were spent on advertising. In addition over 20,000 handbills are printed annually in all three languages. These contain details of the courses offered, entry requirements and dates. Copies are sent free of charge to all libraries, District Boards, the Public Relations Department in the Army and the P.R. Offices of all the States. They are also sent to foreign embassies for the information of non-Indian students. Replies to letters from prospective students contain these handbills.

68. If a student wants to apply he has to send for and purchase a prospectus. Three prospectuses are printed for the Directorate, one for the In-service Course Programme, one for the B.A. courses and one for the M.A. courses offered. These are sold in bookshops for Rs. 3 or cost Rs. 6 by post. They contain basic information about courses, admission, examinations and include an application form. Over 20,000 prospectuses are sold annually.

69. On receipt of a completed application form the prospective student is provisionally admitted. His particulars are verified by the Directorate and checked by the University to ascertain his eligibility for the courses he proposes to take. Only when the authorities are satisfied that he is eligible is the student sent an admission form for the examination. When this is completed and returned the student is given an enrollment number and a file is opened for him.

70. B.A. students are required to register for three courses per year. English is compulsory but the other two subjects are chosen by the student from those offered. Prospective students are not given any advice on which courses to choose. If an unqualified person applies he is simply rejected.

The B.A. course takes three years to complete and students sit the university examination on each of the three subjects at the end of each academic year (April). Like the conventional campus students they are allowed to resit one failed paper in September of the same year.

71. The fees for courses are:

Rs. 300 per annum (3 courses + PCP) for the B.A. degree
Rs. 400 per annum for the M.A. degree

In addition there is a small admission fee and a small eligibility fee totalling Rs. 60 - 70.

72. All student records are kept manually by the staff of the Assistant Registrar Examinations (see para 83). All communications, letters, queries, fee payments, enrollment number and response sheet marks are kept on the student's file.

9. Student Support

73. The Directorate provides two main types of face-to-face support: The Personal Contact Programmes and Sunday Day Schools. The PCP are held annually in various centres; wherever the admission records reveal a concentration of students for that year centres are chosen. Generally they are held at Chandigarh, Ludhiana, Jullunder, Amritsar, Ambala, Hissar, Rothak, Delhi and down south in Bangalore and Madras. These 10 day residential courses are voluntary but attendence is very high. Around 200 - 300 students attend, and some centres have as many as 600.

The course fee includes the PCP but students have to pay their own travel. Where possible the university arranges 50% concessionary travel. The UGC has requested that these programmes be increased to cover 14 days but the Directorate has rejected this move on the grounds that it is very difficult for working students to get that much time off from their employment.

The PCP are staffed by 20 - 25 of the Directorate Staff and some non-university tutors where necessary. They are run in a formal style with classes and lectures on specific topics. Some tutorials are offered but remedial sessions are rare, although the staff do use the opportunity to get feedback on the course materials. In the evening a regular college-like programme of lectures is arranged.

74. The Sunday classes are organised for students living in and around Chandigarh. Large numbers attend these classes which are generally again of a formal nature. The Directorate staff run these with the help of non-university part-time staff from the local colleges where necessary.

75. Correspondence from students is answered by the appropriate lecturer and forms a more informal element in the student support system.

76. Some comments are made on response sheet assignments but this is not yet a well developed method of helping students.

10. Assessment and Examination

77. Normally 10 assessments are required from the student per course (ie. a total of 30 each year). They are sent out with every even-numbered lesson in the form of response sheets and are supposed to take about 2 hours to complete. The response is however very poor, only 30% - 40% of students send in their completed response sheets even though there is a stated minimum requirement that they must submit 25% of these assignments before being allowed to sit the examination. Their marks for these response sheets have no bearing on the final examination result. The Directorate is considering using continuous assessment as a method of encouraging students to complete these assignments but this is unlikely to be fed into the university examination system.

78. Another possible reason for this poor response may be overload. B.A. students taking three courses receive simultaneously three sets of response sheets every 2 - 3 weeks, which have to be returned within 15 - 20 days.

79. This system also presents a time problem for the Directorate staff marking and returning the response sheets, especially in English which is compulsory for all 10,000 students. For this subject part-ti teachers from 17 colleges are employed to cover the extra marking load. These tutors do not, as yet, have any training for this work apart from written instructions. They simply mark the answers and return them without comments. It is recognised in the Directorate that some kind of orientation course for these tutors would be useful in helping to provide the students with feedback on their work. Not all of the staff comment on response sheets but some are being encouraged to develop this skill.

11. Organisation and Administration

80. The Directorate employs 86 academic members of staff (although its full strength is 130) and 150 administrative personnel. It is headed by a Director (Major Jiwan Tiwari), and divided into two sections; academic and administrative.

81. The academic structure mirrors that of the other campus Faculties, there are thirteen discipline areas with Heads of Departments, Senior and Junior lecturers. As yet the university has only appointed two people above the senior lecturer grade, but this is under review.

82. The administration is supervised by a Deputy Registrar and two Assistant Registrars and divided into Examinations, Establishment and Accounts and a Printing Department.

83. The Examinations Branch under an Assistant Registrar organises admissions, all student records, response sheets, examination admission forms. Admission for examination starts 4 - 5 months before the examinations are held in April. The correspondence needed to get the 10,000 students admitted for the examinations begins in November; by January these forms are sent to the University for scrutiny. The University issues roll numbers to the students which this branch of the Directorate despatches with information on which centres are being used.

84. The Establishment and Accounts Branch deals with salaries, purchasing of equipment, stationery etc. and payment of all accounts.

85. Printing and mailing is supervised directly by the Deputy Registrar. This section comprises a printing unit, a proof reading unit and a mailing area.

12. Control

86. Academic control of materials (excluding syllabus and examinations) is vested in the Directorate staff who are responsible for production and quality. The curriculum and examinations are controlled by the University. Financial control is the responsibility of the Director who is responsible to the university.

There are no formal procedures for formative evaluation of student reactions and study patterns, apart from the feedback obtained at PCP and Day Schools (see para 73).

13. Resources

87. Staff. The Directorate employs 86 academic staff and 150 administrative personnel. In addition part-time staff are employed as tutors, translators, proof-readers etc.

88. Buildings, Equipment, Facilities. The correspondence unit is housed in a five storey modern office block, independent of the other University buildings but on the University campus in the town of Chandigarh. It contains offices, a reprographic section, library, seminar rooms and a lecture theatre. A storehouse is used for the reception and despatch of printed materials.

89. Finance. The Directorate is financed from the fees charged to students. 10,000 students provide an income annually of Rs. 50 lakhs (Rs. 500,000).

Expenditure in 1977 was Rs. 56 - 57 lakhs; this is the first deficit to occur and it has been met by the University. The deficit is attributed to the costs of developing courses, running workshops and improving the existing materials. The University has accepted that the Directorate cannot develop

within the limits of the finance it earns, and the fees already required are considered to high to be further increased.

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